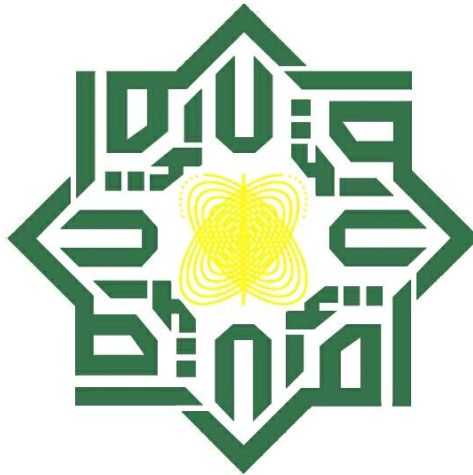**THE CORRELATION BETWEEN READING ANXIETY AND READING COMPREHENSION OF THE FOURTH SEMESTER STUDENTS' AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU**

UIN SUSKA RIAU

BY

YULIS TIANINGSIH
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FACULTY OF TARBIYAH AND TEACHER TRAINING
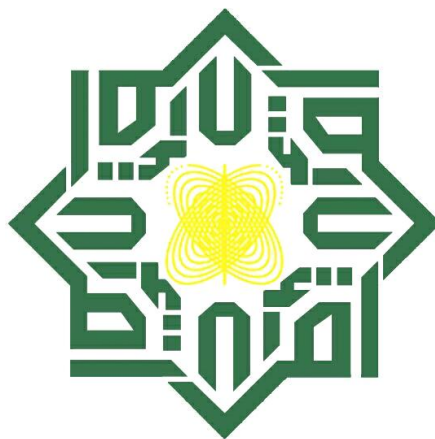**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**
PEKANBARU
1446 H / 2025 M

THE CORRELATION BETWEEN READING ANXIETY AND READING COMPREHENSION OF THE FOURTH SEMESTER STUDENTS' AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU

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YULIS TIANINGSIH
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Thesis
Submitted in Partial Fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd.)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU

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SUPERVISOR APPROVAL

Thesis entitled "The Correlation Between Students' Reading Anxiety on Reading Comprehension in The Fourth Semester at English Education Department of UIN SUSKA RIAU." by Yulis Tianingsih, SIN. 12010423892. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree of Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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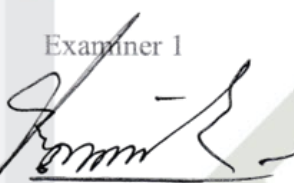
EXAMINER APPROVAL

The thesis entitled *The Correlation Between Reading Anxiety and Reading Comprehension of the Fourth Semester Students' at English Education Department of UIN SUSKA Riau* was written by Yulis Tianingsih, SIN, 12010423892. It has been examined and approved by the final examination committee Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadil Akhir 7th, 1446 H/December 9th, 2024 M. It was submitted as one of the requirements for Bachelor Degree (S. Pd) at Department of English Education.

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In the name of Allah, the most Gracious and Merciful, praise belongs to Allah almighty. With his guidance and blessing, the researcher has accomplished the final res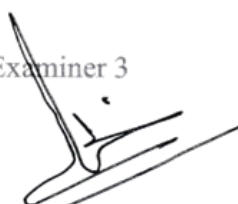earch paper entitled "The Correlation Between Students' Reading Anxiety on Reading Comprehension in the Fourth Semester at English Education Department of UIN SUSKA RIAU". It is a scientific writing to fulfill one of the academic requirements to finish the bachelor's degree (S. Pd) at the Department of English Education Faculty of Education and Teacher Training State the Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam are always presented to the last messenger of Allah, prophet Muhammad SAW who has inspired and lightened many people worldwide.

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"May Allah Almighty bless you, bless me, and bless us"

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ABSTRACT

Yulis Tianingsih., (2024): The Correlation Between Students' Reading Anxiety and Reading Comprehension of the Fourth Semester at English Education Department of UIN SUSKA RIAU.

The purpose of this study was to determine the correlation between reading anxiety and reading comprehension of fourth semester students in the English Education Department of UIN SUSKA RIAU. The design of this study was a correlation study. And 124 students who were the population consisted of 4 classes. The researcher took a random sample from all classes totaling 24 students as a sample using the simple random sampling method. The research instruments were a reading comprehension test and a FLRAS questionnaire. The reading comprehension test consisted of 20 items. Furthermore, a questionnaire developed by Saito, Horwitz and Garza (1999) was used to measure reading anxiety containing 20 items. Pearson product-moment was used to determine the correlation between variables. The results of the analysis showed that the percentage of students' reading anxiety was 57% and the average score of students' comprehension was 45.63 and there was a significant correlation between reading anxiety and reading comprehension of fourth semester students in the English Education Department of UIN SUSKA RIAU. It means that H_o is rejected and H_a is accepted with a strong correlation category.

ABSTRAK

Yulis Tianingsih., (2024): "Korelasi Antara Kecemasan Membaca dan Pemahaman Membaca Mahasiswa Semester Empat di Jursan Pendidkan Bahasa Inggris UIN SUSKA RIAU."

Tujuan dari penelitian ini adalah untuk mengetahui korelasi antara kecemasan membaca dengan pemahaman membaca mahasiswa semester empat di jursan pendidkan bahasa inggris UIN SUSKA RIAU. Desain penelitian ini adalah penelitian korelasi. Dari 124 mahasiswa yang merupakan populasi terdiri dari 4 kelas. Peneliti mengambil sample secara acak dari semua kelas yang berjumlah 24 mahasiswa sebagai sample dengan metode simple random sampling. Instrumen penelitian ini adalah tes pemahaman membaca dan kuesioner FLRAS. Tes pemahaman membaca terdiri dari 20 item. Selanjutnya, kuesioner yang dikembangkan oleh Saito, Horwitz dan Garza (1999) digunakan untuk mengukur kecemasan membaca yang berisi 20 item. Pearson product-moment digunakan untuk mengetahui korelasi antar variabel. Hasil analisis menunjukkan bahwa presentase kecemasan membaca mahasiswa adalah 57% dan skor rata-rata pemahaman mahasiswa adalah 45,63 dan terdapat korelasi yang signifikan antara kecemasan membaca dengan pemahaman membaca mahasiswa semester empat di jurusan Pendiidkan Bahasa Inggris UIN SUSKA RIAU. Hal ini artinya H_0 ditolak dan H_a diterima dengan kategori korelasinya kuat.

ملخّص

يوليس تيانينجسيه، (٢٠٢٤): علاقة بين القلق من القراءة وفهم المقروء لدى طلاب الفصل الدراسي الرابع في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو

الهدف من هذا البحث هو معرفة العلاقة بين القلق من القراءة وفهم المقروء لدى طلاب الفصل الدراسي الرابع في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية برياو. تصميم هذا البحث هو دراسة ارتباطية. من بين 124 طالبا يشكلون مجتمع البحث ويتوزعون على ٤ فصول، اختارت الباحثة عينة عشوائية مكونة من ٢٤ طالبا باستخدام طريقة العينة العشوائية البسيطة. وأدوات البحث المستخدمة هي اختبار فهم المقروء واستبيان FLRAS.ويتألف اختبار فهم المقروء من ٢٠ سؤالا، وتم استخدام الاستبيان الذي طوره سايتو وهورويتز وغارزا (١٩٩٩) لقياس قلق القراءة، ويحتوي على ٢٠ سؤالا. وتم استخدام معامل الارتباط لبيرسون لحساب العلاقة بين المتغيرين. أظهرت نتائج التحليل أن نسبة قلق القراءة لدى الطلاب بلغت ٥٧%، وأن متوسط درجات فهم المقروء بلغ ٦٣.٤٥. كما بينت النتائج وجود علاقة ارتباطية ذات دلالة إحصائية بين قلق القراءة وفهم المقروء لدى طلاب الفصل الدراسي الرابع في قسم تعليم اللغة الإنجليزية بجامعة السلطان الشريف قاسم الإسلامية الحكومية رياو. وهذا يدل على أن الفرضية المبدئية مردودة وأن الفرضية البديلة مقبولة فالعلاقة في فئة قوية.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an activity that can make a person can increase new knowledge or information. In the English learning process, we can understand reading as a language skill that has an important function and must be mastered by students. This is because it can encourage students to activities to assist them in understanding reading and familiarizing students so that they can read efficiently. In addition, reading comprehension is an inference action from written text based on complex processes from various sources of information related to one another (Spiro, Bruce & Brewer, 2017; Rosenshine, 2017).

Reading comprehension is the process of building meaning as a result of the merging of content and text messages with the knowledge and skills possessed by the reader during the interaction of reading text (Compton & Pearson (2016). In addition, according Wolley (2011), reading comprehension is the process of make definition out of text. The aims, therefore, is not to understand the meaning of individual words and phrases, but to have a extensive understanding of what the text define. By understanding the text, the reader can understand the meaning of the text.

However, in reality, reading is considered a difficult skill for English students. In general, students have several problems in reading English texts, this can be caused by lack of mastery of vocabulary, has low motivation, has high anxiety, and has a very limited background of knowledge (Sari, 2017). Meanwhile

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based on observations made by researchers, most of the 4ᵗʰ semester students majoring in English at the University of Sultan Syarif Kasim Riau University had a high enough anxiety when reading English texts. This can be seen when students are asked to read English texts in their class they feel nervous and even feel scared. Because of that anxiety, students have difficulty understanding the text they read.

Anxiety is included in affective concepts that are known as important factors in learning foreign languages Because anxiety has negative influence on learners' self-esteem, confidence, communication competence and exams. It makes learners shy and afraid in foreign language class because they are afraid of making mistakes in speaking, writing and reading.

Anxiety can be defined as an unstable emotional state, where students feel like uncomfortable, worried, fear and tense (Spielberger, 1976). This was found not only in English language skills, but in certain situations also someone can feel it. Simply put, anxiety is a kind of fear that can cause students to have bad or negative feelings in learning English. That happens because we are doubtful about the abilities we have when doing certain tasks and we are worried about our success after doing the task (Blicher, Feingold & Shany, 2017). So it can be narrowed again, that anxiety is a feeling of discomfort, nervousness, worry when students are in certain situations. For example when students are asked to read long text in front of the class.

Anxiety is found to have a negative correlation in language learning experience, besides that the anxiety of the preparation is one of the main determinants of students' achievements and success in language learning. This can be seen when students who have high anxiety, they cannot concentrate in the

learning process that results in failure in carrying out their duties. In accordance with the theory of affective filter hypothesis, namely learning functions as a filter that filters the amount of input into the student's brain. Here it can be seen that students with high affective filters will reduce their intake, and vice versa students with low affective filters allow more input into the language acquisition device. This means that students with low anxiety are easier to understand the text of their reading and feel comfortable when asked to read the long text in the class, compared to students who have a high level of anxiety. It might be students will feel very nervous, worried or even afraid when asked to read a long English text in class (Krashen. S. 1982).

Reading comprehension is one of the essential skills in learning English as a foreign language. However, the achievement of reading comprehension is often influenced by various factors, one of which is reading anxiety. According to existing theories, such as those proposed by Horwitz et al. (1986) and Harmer (2001), there is a negative correlation between reading anxiety and reading comprehension. This implies that the higher a person's level of anxiety, the lower their ability to understand a text.

This phenomenon has been supported by several studies (Saeedeh Behrooznia. 2012; Nunung. M., Primardiana. H. W., & Nurul. M, 2021; Nazarinasab, F., Nemati, A., & Mortahan, M. M. 2014; Aris. B., Hilaluddin. H., Kamaluddin. K & Nurlaela. N, 2018; Yasemin. K & Mehmet. K, 2016; Oktaviana, N., Harmayanthi, V. Y. & Fitriani. D. 2019; Cabansag, J. N. 2013; Barzegar Reza, Hadidi Effat. 2016), which indicate that reading anxiety can disrupt the cognitive processes required for comprehension, such as concentration and the ability to extract specific information. However, observations in the field reveal different

results. Preliminary findings suggest that some students who experience high levels of reading anxiety still achieve good scores in reading comprehension tests. This contradicts the theoretical assumption that reading anxiety always negatively impacts comprehension ability.

To investigate this phenomenon, this study employs the Foreign Language Reading Anxiety Scale (FLRAS) to measure students' levels of reading anxiety and a reading comprehension test to evaluate their understanding of texts. The findings of this study are expected to provide new insights into the relationship between reading anxiety and reading comprehension in the context of university students, particularly in learning English as a foreign language.

From the background above, the researcher are interested in conducting further research on the impact of student anxiety and student reading comprehension in this Thesis with the title **The Correlation Between Reading Anxiety and Reading Comprehension of the Fourth Semester Students' at English Education Department UIN SUSKA Riau.**

B. Problem

1. Identification of the problem

Based on the background of the problem, the researcher identified the problem as follows:

a. Students' feel uncomfortable and confused when carrying out rading activities

b. Students cannot determine detailed information from the text.

c. Students do not understand what they read because of disappointment, fear, and anxiety.

d. Students who have reading anxiety can understand the text (including finding main ideas, detailed information, etc.)

2. **Limitation of the problem**

Based on the identification of the problems, many problems had occurred to the students. The researcher needs to limit the problems of the research in order to focus on the topic. In this case, the problems are limited to reading anxiety and reading comprehension. Thus, in this research, researcher only focuses on investigating the correlation between students' reading anxiety and their reading comprehension at the fourth semester students' of English Education Department, UIN SUSKA RIAU.

3. **Formulation of the problem**

Research questions are formulated by researcher as follows:

a. How is the level of reading anxiety level among the fourth semester students of English education, UIN SUSKA RIAU?

b. How is the level of reading comprehension among the fourth semester students English education, UIN SUSKA RIAU?

c. Is there any significant correlation between students' reading anxiety and reading comprehension among the fourth semester of the English education, UIN SUSKA RIAU?

C. Objective and Significance of the Research

1. The Objective of the Research

Based on the following formulation of the problem above, this research is necessarily out in order to achieve the objectives as follows:

a. To describe the level of reading anxiety among the fourth semester students of English education, UIN SUSKA RIAU.

b. To describe the level of reading comprehension among the fourth semester students of English education, UIN SUSKA RIAU.

c. To test the correlation between reading anxiety and reading comprehension of the fourth semester students of English education, UIN SUSKA RIAU.

2. Significance of the research

a. Theoretical

The writer can retrieve a lot of information that can be very usefull to enlarge knowledge, especially about students reading anxiety and their reading comprehension.

b. Practical

1) To provide some information about correlation between students' reading anxiety and students' reading comprehension, so that students can improve their reading comprehension.

2) To students and English teacher about their weakness when facing reading anxiety, so that they will look for solutions to overcome them.

D. Reasons the Title for Choosing

1. The title of the research is relevant with the researcher status as a student of English Education Department.

2. The title of the research is not yet investigated by other previous researchers.

3. The location of this research facilitates the researcher in conducting the research.

E. Definition of the term

1. Reading anxiety.

   Reading anxiety is a feeling of anxiety that arises during the process of reading a second language text (Horwitz, Saito & Garza, 1999). In this research, focuses when students read second or foreign language text they have difficulty understanding the contents of the context, they may be frustrated and anxious when asked to read the text.

2. Reading comprehension

   Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In this research, focuses on the students' reading comprehension which discuss about the students' comprehension the text and get the information on the text.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading comprehension

a. Definition of Reading Comprehension

According to Smith (2004, p. 12), comprehension is the process of relating aspects of our surroundings, such as what we read, to the knowledge, intentions, and expectations we already have. Students use their background knowledge to make connections with the world around them. It is undeniably the goal of reading and learning to read.

Meanwhile, according to Duffy (2009, p. 14), comprehension is at the center of reading because the purpose of text is to convey information. It means that if students do not understand what they are reading, they are not reading. They are comprehending and reading when they understand and know the meaning of the text. Reading comprehension was being defined as an active thinking process in which a reader intentionally constructs meaning in order to gain a better understanding of concepts and information presented in a text (Westwood. 2008 p, 31). Similar to Grabe and Stoller (2013, p. 11), the capability to comprehend and interpret information in a text. In order to understand a text, students must process the meaning in their own minds while taking into account what they read.

Reading comprehension, according to Klinger, Sharon, and Alison (2007, p. 8), is a multicomponent, highly complex process involving many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text

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types). They also mentioned that the ultimate goals of learning to read are meaning, learning, and pleasure. It means that the foundation of reading comprehension is to comprehend the text's information. The comprehension process itself by constructing the meaning by involving students' prior knowledge and then relating it to the text.

b. The Components of reading comprehension

According to King and Stanely in Nurdiana and Rizki (2017) there are five components that may help students read carefully:

1) Finding Factual Information

Students are generally prepared for factual information questions that begin with Wh - question word.

2) Finding Main Idea

Recognizing the main idea of the paragraph is critical because it not only helps you understand the paragraph on the first reading but also helps you remember content later.

3) Finding Meaning of Vocabulary in Context

The reader may improve his or her ability to guess a word that is unfamiliar to them.

4) Identifying Reference

Recognizing reference words and identifying the wod to which they refer will aid the reader's comprehension of the reading passage.

5) Making inference

The ability to read between the lines is required for inference.

Snow (2002) divides reading comprehension into three components: readers' comprehension, the text to be understood, and the activities in it, of which comprehension is a part. Reader intent is defined as the capacity, ability, knowledge, and experiences one has while reading. Text can be saved as a soft file or a hard file. Activities are being considered, which include reading-related objectives, processes, and outcomes.

c. **Levels of reading comprehension**

According to Paris (2005, p. 76), there are three levels of comprehension in reading. The first is decoding, which means recognizing the meaning of the words and sentences in the reader's mind. Second, at the level of analysis, propositions are interconnected in a complex network known as the text's micro structure. Third, the process of meaning construction extends beyond the text. The reader incorporated this process into their prior experiences and knowledge.

According to Sadoski (2004), there are three levels of reading comprehension: literal, inferential, or interpretive, and critical, applied, or appreciative. Word meaning is important in literal comprehension. The level of inference or interpretation involved in developing a mental model or a coherent image of a situation. Critical comprehension entails assessing and judging the text's worth.

Based on the quotations above, there are several levels of reading comprehension, such as decoding level, where students recognize symbols to get literal meaning, which I believe is similar to literal and surface level. Analysis, inferential, and deep levels are also similar because they relate to the situation around the reader. Construction level implies that the reader applies their prior knowledge and experiences. The critical level allows for assessing and judging the value.

d. The reading comprehension influence factors.

There are some factors that can influence students reading comprehension. Background experience, language abilities, thinking abilities, affection (interests and motivation, attitudes and beliefs, and feelings), and reading purposes are some of the factors identified as primary determinants of reading comprehension by Larry A. Harris and Carl B. Smith (1980). Moreover, DeBoer and Dallmann (1960), state some causes that makes students get difficulties in comprehending reading text, those are:

1) Limited intelligence

2) Undesirable physical factors

3) Overemphasis on word recognition

4) Overemphasis on oral reading

5) Insufficient background for reading a selection

6) Failure to adjust reading technique to reading purpose and type of reading material.

7) Lack of appropriate teacher guidance.

The researcher summarizes that students or readers will have difficulty comprehending reading text if they lack background knowledge, have poor vocabulary mastery, or are curious to read a text, and so on.

2. Reading Anxiety

a. Definition of anxiety

Reading anxiety is a type of anxiety related with reading in the context of learning a foreign or second language. It is impossible to explain reading anxiety without first clarifying anxiety (Horwitz, 1986).

Anxiety is a kind of human emotion that involves fear and confusion, as well as anxiousness, frustration, and tension. (Brown, 2000; Sarason, 1988; Scovel, 1978; Spielberger, 1972). According to (Horwitz, 2001; Spielberger, 1983); states, the different types of anxiety are related to different situations. There are three types of anxiety: trait anxiety, state anxiety, and situation anxiety. Anxiety is thought to be a "relatively stable personality characteristic."

Anxiety is a complex psychological construct with various variables. It is difficult to condense all of them into a single concise definition. Anxiety can be associated with feelings of uneasiness, frustration, self-doubt, insecurity, or apprehension in its most basic form, and it is intricately intertwined with self-esteem issues and natural ego-preserving fears. The influence of anxiety on language learning is complicated and difficult to assess (Phillips 1992)

Anxiety is defined by Dusek (1998) in Schunk et al. as "an unpleasant feeling or emotional state that has physiological and behavioral concomitants and is experienced in formal testing or other evaluative situations." Moreover, according to Jeanne Ellis Ormrod (2011) states "You are a victim of anxiety: you have a feeling of uneasiness and apprehension about an event because you"re not sure what is outcome will be." Both researchers use different words, but their definitions are related in that Schunk describes an unpleasant feeling that occurs during formal testing or other evaluative situations. Ormrod then makes it clear that people are concerned about the outcome and are still unsure.

To summarize, the researcher fines anxiety as uneasy feelings toward a situation that they believe they cannot handle. An anxious person will concentrate on their thoughts. The negative outcome will occur rather than the positive outcome. When they are being evaluated, most people become anxious. Similarly, anxiety is usually accompanied by some psychological symptoms such as sweating, trembling, or heartbeat.

b. Kinds of anxiety

According to Ormrod Jeanne Ellis (2011) states anxiety can be divided into two types, namely trait anxiety and state anxiety. "Such temporary feelings of anxiety are instances of state anxiety," she says. Another definition of state anxiety provided by Thomas J. Huberty (2009) is "anxiety that occurs in specific situations and usually has a clear trigger." It means that state anxiety is an anxious feeling

experienced by people only when they face a specific situation in a short period of time.

Ormrod (2011) defines trait anxiety as ".... a pattern of responding with anxiety even in nonthreatening situations." Huberty goes on to say that "Trait Anxiety refers to anxiety that is chronic and pervasive across situations and is not triggered by specific events." Huberty (2009). Consequently, in terms of trait anxiety, it means that people will be anxious in any situation.

To summarize, some experts divide anxiety into two types: state anxiety and trait anxiety. State anxiety is a temporary anxious feeling that depends on the situation. Furthermore, trait anxiety is an anxious feeling that people experience in any situation.

c. **The Anxiety Factors and Symptoms**

1) **Anxiety Factors**

According to Jeffrey S. Nevid, (2005), some factors which can make people feel anxiety are:

a) Over self-prediction toward fear

b) Irrational faith

c) Over sensitivity toward threat

d) The sensitivity of anxiety

e) Wrong attribution body signal

f) Low self-efficacy.

2) Anxiety Symptoms

According to Michael W. Passer and Ronald E. Smith (2004), some of the symptoms of someone experiencing anxiety are:

a) Emotional Symptoms

    (1) Feelings of tension

    (2) Apprehension

b) Cognitive Symptoms

    (1) Worry

    (2) Thoughts about inability to cope

c) Psychological symptoms.

    (1) Increased heart rate

    (2) Muscle tension

    (3) Other autonomic arousal symptoms.

d) Behavioral symptoms

    (1) Avoidance of feared situation

    (2) Decreased task performance

    (3) Increased startle response.

To clarify, five factors can cause people to feel anxious: over-prediction of fear, irrational faith, over-sensitivity to threat, anxiety sensitivity, and wrong attribution body signal. Besides, anxiety can cause emotional, cognitive, psychological, and behavioral symptoms. When people are anxious, they may worry about something, avoid the task, have a rapid heart rate, feel tense, and so on.

3. Relationship Between Reading Anxiety and Reading Comprehension

According to experts, there is a clear relationship between reading anxiety and reading comprehension. Several theories and studies have explained how reading anxiety can affect students' ability to understand texts, both directly and indirectly. One of the experts who discussed this relationship is Horwitz, Horwitz, and Cope (1986) in their theory of foreign language anxiety

Horwitz, Horwitz, and Cope (1986) define foreign language anxiety as a feeling of tension, worry, and fear that often arises when someone is learning or using a foreign language. This anxiety is a complex psychological phenomenon that can significantly impact a student's ability to learn language skills, including reading comprehension.

Foreign language anxiety is not limited to speaking skills but also affects listening, writing, and reading abilities. In the context of reading, anxiety can cause students to:

a) Feel tense when facing foreign language texts, especially long, complex ones or those with technical vocabulary that is difficult to understand.

b) Fear making mistakes in understanding the meaning of the text, causing them to doubt themselves and lose confidence.

c) Get easily frustrated when encountering difficulties in understanding the text, which can lead to a decrease in motivation to continue reading.

In addition, Horwitz, Horwitz, and Cope (1986) outline three main components that contribute to foreign language anxiety:

a)   Communication Apprehension

1)   This refers to the fear or anxiety experienced when having to communicate in a foreign language.

2)   While this is often linked to speaking skills, it also impacts reading comprehension because students may worry they are unable to understand the text correctly.

b)   Fear of Negative Evaluation

1)   This refers to the fear or anxiety experienced when having to communicate in a foreign language.

2)   In reading, students may fear being judged as incompetent if they cannot understand the text or provide the correct answers when asked about it.

c)   Test Anxiety

1)   This is the anxiety that arises when facing tests or assessments of language proficiency.

2)   It is related to reading comprehension because students may feel pressured when having to complete reading comprehension tasks under time constraints

According to Horwitz, Horwitz, and Cope's theory, Foreign Language Anxiety can significantly impact foreign language learning, including reading comprehension. When students experience anxiety about speaking, making mistakes, or being negatively evaluated, it can hinder their ability to comprehend texts. This happens because anxiety interferes with their cognitive, emotional, and attitudinal processes, all of which play crucial roles in reading comprehension success.

Mardianti, Wijayati, and Murtadho (2021) conducted a study examining the relationship between reading anxiety, the use of reading strategies, and reading comprehension among high school students. The study found a significant negative correlation between reading anxiety and reading comprehension, meaning that students with higher levels of reading anxiety tended to perform worse in reading comprehension tasks.

Additionally, the study emphasized the role of reading strategies in improving reading comprehension. Students who utilized effective reading strategies were better able to manage their anxiety, thereby enhancing their understanding of texts.These findings align with the broader theoretical framework that reading anxiety is a barrier to effective cognitive processing during reading tasks. Mardianti, Wijayati, and Murtadho's research highlights the need for educational interventions that address both affective factors, such as reading anxiety, and cognitive strategies to enhance reading comprehension.

Riasati (2021) investigated the sources of reading anxiety and its impact on reading comprehension among undergraduate students studying English as a Foreign Language (EFL). The research highlighted specific triggers of reading anxiety, such as fear of making mistakes, unfamiliar cultural references in texts, and lack of prior exposure to academic reading in English. Using a combination of qualitative interviews and comprehension tests, the study revealed that students with higher levels of anxiety often exhibited lower comprehension scores, as anxiety impaired their ability to concentrate and engage with the text.

Chow, Mo, and Dong (2021) proposed that reading anxiety is one of the affective factors that significantly influences reading comprehension, particularly in second language (L2) learning. Reading anxiety can manifest in two forms: trait anxiety, which refers to an individual's general tendency to feel anxious, and state anxiety, which is the anxiety experienced in specific situations.

In their study, reading anxiety was found to mediate the relationship between verbal working memory and reading comprehension. In other words, students with higher verbal working memory capacity tend to experience lower levels of reading anxiety, which, in turn, enhances their ability to comprehend texts. This suggests that reading anxiety is not merely an emotional response but also impacts cognitive performance in reading tasks.

This theory highlights the importance of a holistic approach in understanding learning obstacles, where both cognitive factors (such as verbal working memory) and affective factors (such as reading anxiety) must be considered. Therefore, in educational contexts, strategies designed to reduce reading anxiety—such as emotional regulation training or effective reading strategies—can help improve students' reading comprehension.

B. Relevant Research

Several previous studies on reading anxiety and reading comprehension of students can be presented in the following sections. Saeedeh Behrooznia (2012) was conduct a research, the purpose of study was to look at the relationship between the construct of Foreign Language Reading Anxiety (FLRA) and reading comprehension skill among Iranian distance EFL learners, with age and gender acting as moderators. The study included 112 male and female junior and senior students studying English at Mashhad Payame Noor University. Participants completed a 33-item Likert-style Foreign Language Reading Anxiety Scale, a 28-item reading comprehension test, and a demographic questionnaire. The data was analyzed using the Pearson product moment correlation, t-Test, and one-way ANOVA. The findings revealed a significant negative relationship between FLRA and reading comprehension; additionally, no such relationship was discovered between foreign language reading anxiety and age; and finally, females experienced more anxiety than males.

Nazarinasab, F., Nemati, A., & Mortahan, M. M. (2014) They attempted to measure the impact of foreign language reading and text feature awareness on students' reading comprehension of ESP texts in their study. Participants included 120 students enrolled in ESP classes in four majors: electronics engineering (30), chemical engineering (30), civil engineering (30), and management (30) at Fars University of Science and Research. Only 93 students responded to and returned the questionnaire, consisting of 46 boys and 47 girls. According to the study's findings, there is a significant relationship between reading anxiety and reading comprehension, albeit a

negative correlation. This means that while FLRAS decreases, reading comprehension increases, but there is a significant positive relationship between reading comprehension and TFA. And it can be concluded from this study that the greater the students' awareness of text features and the greater their L2 technical proficiency, the better their performance on the L2 reading comprehension task, and vice versa. Finally, they conclude that there is a significant relationship between reading comprehension and the interaction of FLRAS and TFAQ based on the regression analysis. Furthermore, the analysis revealed that FLRAS has a greater impact on readability.

Barzegar Reza, & Hadidi Effat. (2016), They carried out a study to see if there was a statistically significant relationship between levels of reading anxiety and L2 learners' overall performance on IELTS reading comprehension and IELTS reading comprehension item types. Initially, 94 people (73 women and 21 men) took part in the study. Along with the IELTS General Training Reading Paper, the Persian version of the Reading Anxiety Scale for Reading Foreign Languages (FLRAS) is provided. researchers discovered a strong negative correlation between levels of reading anxiety and overall performance on IELTS reading comprehension using the Pearson product moment correlation. There was also a significant negative correlation found between levels of reading anxiety and performance on IELTS reading comprehension items such as skimming, scanning, classification, table completion, and true/false. The study's findings have implications for L2 instruction and assessment.

Nunung, M., Primardiana, H. W & Nurul, M (2021), They carried out the study to see the correlation between reading anxiety and reading

comprehension of ESP students in Universitas Muhammadiyah Malang. The participants in this study were 50 first-year Governmental Science students who took intensive reading. This study used correlational design and for collecting the data, they use English Foreign Language Reading Anxiety Inventory (EFLRAI) questionnaire was used to investigate the level and potential causes of reading anxiety. Based on the study results, the non-English department students belong to moderate a level of reading anxiety. Regarding students reading comprehension level, the ESP students have a low reading comprehension score. The research findings also illustrated a negative moderate-strong relationship between reading anxiety and Comprehension of ESP students. It means, the higher anxiety the students have, the lower their comprehension score they obtained.

Based on all the relevant research above, the variable in each research is almost same: students' reading anxiety and students' reading comprehension. For the data collection techniques there is slight difference namely some relevant research using FLRAS and then EFLRAI. Besides, for data analysis techniques the same using Pearson Product Moment Correlation.

C. Operational concept

According to Syafi'i (2019), operational concept are derived from related theoritical concept on all of the variables that should be practically and empirically operated in an a research paper. Therefore the variable investigated should be clearly and operationally defined into simple words, so that they can be easily measured and evaluated through the ways of treatments applied by the researcher.

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In carrying this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is student's reading anxiety and the Variable Y is reading comprehension.

1. According to Saito (1999), the researcher determines the indicators the level of reading anxiety as follows (Variable X) :

   a) The students are nervous and worry associated with imperfect text comprehension.

   b) The students have negative or pessimistic beliefs about reading.

   c) The students are lack of enjoyment or self-confidence in reading.

   d) The students are unwillingness to demonstrate one's linguistic skill.

   e) The students are reliance on first language (L1) in FL reading

2. Based on Harmer (2001), the researcher determines the indicators' reading comprehension in reading subject as follows (Variable Y) :

   a. Identifying the topic

   b. Predicting and guessing

   c. Reading for general understanding

   d. Reading for specific information

   e. Reading for detailed information

   f. Interpreting text.

D. Assumption and Hypotheses

1. Assumption

Based on the theories and explanation above, the researcher has assumption related correlation between students' reading anxiety and reading comprehension.When students are anxious while reading, their reading comprehension suffers. It might be argued that the more worried students are when reading, more limited their comprehension of the text is.

2. Hypotheses

The hypotheses of this research is formulated as follow:

H_0 : There is no significant correlation between students' reading anxiety (X) and reading comprehension (Y).

H_a : There is a significant correlation between students' reading anxiety (X) and reading comprehension (Y).

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study employs a quantitative research approach, specifically a correlational design. Quantitative research was used to measure the issue by developing numerical data or data that can be converted into usable statistics (W.J. Creswell, 2003). Additionally, Gay, Mills, and Airasian (2012) state that correlational research is about collecting data to determine whether and what extent a relationship exist between two or more variables.

The quantitative approach was chosen for this research because it allows for systematic and objective measurement of data, enabling statistical analysis to determine the relationship between variables. The correlational design was selected to examine the degree of relationship between students' reading anxiety and their reading comprehension without manipulating the variables, making it suitable for the objectives of this research.

This study involves two variables: students' reading anxiety is denoted by X, and students' reading anxiety is denoted by Y. This study are conducted to determine if there is a correlation between students' reading anxiety as independent variable, and reading comprehension as dependent variable.

B. Location and Time of the Research

This research was conducted at UIN SUSKA RIAU, Faculty of Tarbiyah and Teacher Training, majoring in English Education, located in Panam, Jl. HR. Soebrantas, Pekanbaru. The research took place in July 2024.

C. Subject and Object of the Research

The subjects of this research were 4th-semester students majoring in English Education at UIN SUSKA Riau, and the objects of this study were students' reading anxiety and reading comprehension in learning English at the English Education department at UIN SUSKA Riau.

D. Population and sample of the research

1. Population

The population was determined during the observations. According to Creswell (2012), the population is a group of people who share similar characteristics. The total population of this study consisted of the 4th-semester students of English Education at UIN SUSKA Riau.

Semester 4 was chosen as the population for this study because students at this stage began to encounter more complex and challenging academic material, which could trigger an increase in reading anxiety. In addition, by semester 4, students had gained sufficient academic experience and were more aware of the importance of reading skills. However, they were also more vulnerable to anxiety due to increasing academic pressures. From a practical standpoint, semester 4 was ideal for data collection, as students were more accessible and their academic workload was more consistent compared to students in other semesters.

The total population consisted of 124 students across 4 classes: A, B, C, and D. The total number of students is shown below:

Table III.1

Total Number of Population.

No	Grade/Semester	Class	Population
1	4th semester	A	31
2	4th semester	B	31
3	4th semester	C	30
4	4th semester	D	32
	Total		**124**

2. Sample

The sample was a subset of the target population studied to draw conclusions about the entire population (Creswell, 2012). The participants in this study were chosen using simple random sampling, which, according to Gay, Mills, and Airasian (2012), is the process of selecting a sample so that all individuals in the population have an equal and independent chance of being selected.

This technique was used because simple random sampling eliminates bias, as each individual in the larger population set had an equal probability of being selected. Therefore, the researcher selected a 20% sample of the total population. The sample size is shown in the table below:

Table III.2

Total Number of Sample

NO	Grade	Population	Sample
1	4th Semester	124 x 20%	24
	Total		24

E. Technique of Data Collection

To collect the data, the researcher used two instruments: a questionnaire to assess students' anxiety levels and a reading comprehension test to measure students' reading comprehension.

1. Questionnaire

The questionnaire was used as the research instrument. A questionnaire is a type of tool used to measure a research variable. The researcher adapted the Foreign Language Reading Anxiety Scale (FLRAS) questionnaire as a measurement tool to determine the presence of reading anxiety (Horwitz, Saito, & Garza, 1999). The FLRAS collected students' self-reports of anxiety about various aspects of reading, as well as their perceptions of reading difficulties in their target language and the relative difficulty of reading.

The questionnaire consisted of multiple-choice questions. Items were answered by putting a tick in the provided spaces and selecting one of the alternatives. The questionnaire included 20 Likert-scale items, each scored from one to five. The questionnaire elicited students' self-reports about anxiety regarding various features of reading, their perceptions of reading difficulties in their target language, and their perceptions of the relative difficulty of reading compared to other language skills. The theoretical range of the FLRAS scale was from 20 to 100.

This FLRAS questionnaire was proven accurate. Its reliability was established by Saito, Horwitz, and Garza (1999), who used it to investigate whether students from France, Japan, and Russia experienced reading anxiety. The FLRAS questionnaire effectively answered the research

questions and provided strong evidence of the presence of foreign language reading anxiety.

Table III.3

Blue Print of FLRAS Questionnairre

No	Indicators	Total	Key Number
1	The students are nervous and worry associated with imperfect text comprehension.	5	2, 5, 6, 7, 10
2	The students have negative or pessimistic beliefs about reading.	5	4, 11, 14, 15, 16
3	The students are lack of enjoyment or self-confidence in reading.	6	1, 3, 8, 12, 13, 18
4	The students are unwillingness to demonstrate one;s linguistic skill.	1	17
5	The students are reliance on first language (L1) in FL reading.	3	9, 19, 20
	Total		20

(Adopted from Horwitz, Saito, & Garza, 1999)

Table III.4

The Indicators of Student English Reading Anxiety Test

Scale	Affirmative statement score	Negative statement score
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

The questionnaire in this research was a Likert type questionnare which provided the students with five responses options: Strongly agree (Sangat setuju), Agree (Setuju), Neutral (Netral), Disagree (Tidak setuju), Strongly Disagree (Sangat tidak setuju).

2. Test

The data collection was greatly aided by the test instrument. According to Arikunto (2010), a test is a series of questions, exercises, or other tools used to measure one's skills, intelligence, ability, or talent. This means that a test is one of the methods for collecting data through questions designed to measure specific aspects.

In this research, the researcher gave a test to the students to determine their English reading comprehension scores. The researcher used multiple-choice questions to ensure the scoring was more objective. The test consisted of twenty questions, and each item had five options (A, B, C, D).

Table III.5

Blue Print of Reading Comprehension Test

No	Aspect	Items	Total
1	Identifying the topic	1, 4, 19,	3 items
2	Predicting and guessing	10,11, 16,	3 items
3	Reading for general understanding	2, 18, 17, 18	4 items
4	Reading for specific information	5, 8, 12, 15, 20	5 items
5	Reading for detailed information	3, 6, 9, 14	4 items
6	Interpreting text.	7	1 items
	Total		20

(Adapted from Jeremy Harmer, 2001)

F. The Technique of Data Analysis

After both sets of data were gathered, the researcher analyzed the data from the questionnaire using SPSS 25.0 to calculate the results.

1. Reading anxiety

   In order to find out how the level of students' reading anxiety, Calmorin (1997) pointed out the formula which was Microsoft Excel to calculate the result in the form of a percentage.

$$P = \frac{F}{N} \text{ x } 100\%$$

Note :

F = Frequency

N = Total Respondent

For indicated the scale to classify the gained score of questionnaire as follows:

Table III.6

Percentage of the Questionnaire

No	Percentage	Category level
1	81 – 100%	Very High level
2	61 – 80%	High level
3	41 – 60%	Average level
4	21 – 40%	Low level
5	0 – 20%	Very low level

(Riduwan, 2011)

2. Reading comprehension

   To determine the criteria for students' reading comprehension scores the researcher tries to determine the criteria based on the mean and standard deviation. Researcher divide the scores into three main categories : low, medium, and high. For example, when scores of students' reading comprehension is < 35,5 it means being considered to have low reading comprehension, when scores is between 35,5 - 55,8 it means students have medium reading comprehension and if scores

is > 55,8 it means being considered to have high reading comprehension.

Table III.7

Criteria score of Students' Reading Comprehension

No	Criteria	Scores
1	Low	< 35,5
2	Medium	35,5 - 55,8
3	High	>55,8

3. Correlation between students' reading anxiety on reading comprehension

The data collected in this study were analyzed using the Statistical Package for the Social Sciences (SPSS). This software was employed to perform statistical analyses, including descriptive statistics, reliability testing, and correlation analysis, to examine the relationship between reading anxiety and reading comprehension among the participants.

The Pearson Product-Moment Correlation Coefficient was used by the researcher to analyze the data on the correlation between students' anxiety on students' reading comprehension (S. Budi, 2010) After the r was found, then researcher interprets the correlation based on following level of correlation.

Table III.8
The Level of Correlation

Correlation coefficient (r)	Interpretation
0,20 - 0,35	Slight
0,36 - 0,65	Moderate
0,66 - 0,85	Strong
>0,85	Very strong

(Creswell, 2012)

G. Validity and Reliability of the Instrument

1. Validity

Creswell (2012) states that validity is that individual scores from an instrument are reasonable, meaningful, allowing you as a researcher to draw good conclusions from the sample you are studying to the population. This means that validity is the extent to which the conclusions drawn from the assessment results are appropriate, meaningful and useful for assessment purposes.

To analyze the validity of the instrument, the researcher conducted a try out by handling 25 students who was not included in the research sample. The researcher used SPSS 25 program version to analyze the data. The researcher compared r-count to r-table at significant level of 5% is 0.369 (df = N-2 =23). The r-count of each item should be higher than the r-table to be considered as a valid question. If the observed of r on the analysis of less than r-table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected. The result of instrument validity could be seen in the following table:

Table III.9

Validity of Reading Comprehension Test

Item	r-count	r-table	Result
1	0,615	0,369	Valid
2	0,527	0,369	Valid
3	0,592	0,369	Valid
4	0,586	0,369	Valid
5	0,602	0,369	Valid
6	0,542	0,369	Valid
7	0,537	0,369	Valid
8	0,567	0,369	Valid
9	0,535	0,369	Valid
10	0,486	0,369	Valid
11	0,518	0,369	Valid
12	0,508	0,369	Valid
13	0,471	0,369	Valid
14	0,567	0,369	Valid
15	0,589	0,369	Valid
16	0,554	0,369	Valid
17	0,618	0,369	Valid
18	0,508	0,369	Valid
19	0,478	0,369	Valid
20	0,535	0,369	Valid

2. Reliability

Brown (2003) says that reliability is related to accuracy measurement. This kind of accuracy is reflected in earnings the same result if the measurement is repeated on different occasions or with different instruments or by different people. The reliability characteristic is sometimes called consistency. The following table is the internal consistency level of Cronbach Alpha.

Table III.10

The Level of Acceptable Reliability

No	Reliability	Validity
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/minimally
5	<0.60	Unacceptable Low

To obtain the reliability of the questionnaire given, the researcher used SPSS 25.00 program to find out whether the questionnaire was reliable or not.

Table III.11

The Reliability of Reading Comprehension Test

Cronbach's Alpha	N of Items
.883	20

From the table III.11, it shows that the reliability of test is 0,883. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it means the test is reliable level, and the level of reliability is high. It means that the reliability level is accepted.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

This research purpose was to find out whether there is significant correlation between students' reading anxiety on reading comprehension in the fourth semester at English Education Department UIN SUSKA RIAU or not. Based on the data on the previous chapter, the researcher concluded that : The students' reading anxiety at the fourth semester students of English Education Department UIN SUSKA RIAU was Average level.

The students' reading comprehension at the fourth semester students of English Education Department UIN SUSKA RIAU was medium. There is a significant correlation between the students' reading anxiety on reading comprehension in the fourth semester at English Education Department UIN SUSKA RIAU.

In addition, researcher can conclude that all student' reading anxiety gave significant correlation to their reading comprehension. It showed in the level of strong correlation. It could be proved that different level of reading anxiety gave significant effect to the students' reading comprehension.

B. Suggestion

Based upon the result of this research, it is suggested especially for students of English Education Department UIN SUSKA RIAU. This finding can imply that students should pay attention to reading anxiety in learning reading since reading anxiety was one of many factors affecting reading achievement. They have to be aware and explore themselves in the certain learning so that they can achieve more in learning. Then, the students should make reading as a habit and they should not underestimate reading. The most important one is they must have big desire to learn reading in English in order to help them easy to understand the materials and increase their knowledge.

Finally, it is suggested for the further researcher. They were expected to conduct a research with similar type which should be done with greater population in order to gain a wider generalization.

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APPENDIX 1
Research Instrument

FLRAS QUESTIONNAIRE

Information about FLRAS Questionnaire :

1. This FLRAS questionnaire is made to complete a research, as one of the requirements for S1 of English Education Department
2. This information that is obtained from this from this questionnaire is the basis to analyze how much students' reading anxiety.
3. The answers and your identities are classified in the best possible way

Instruction : Statement 1 through 20 indicate how you feel about reading English when you read semi-extensively. For each statement, please respond whether you **(1) strongly disagree, (2) agree, (3) neutral, (4) agree, (5) strongly agree** by checking the number provided on the line below each statement, please give your first reaction to each response for each statement.

No	Items	SD	D	N	A	SA
1	I get upset when I'm not sure whether I understand what I am reading in English	1	2	3	4	5
2	When reading English, I often understand the words but still can't quite understand what the author is saying.	1	2	3	4	5
3	When I'm reading English, I get so confused that I can't remember what I'm reading	1	2	3	4	5
4	I feel intimidated whenever I see a whole page of English in front of me	1	2	3	4	5
5	I am nervous when I am reading a passage in English when I am not familiar with the topic.	1	2	3	4	5
6	I get upset whenever I encounter unknown grammar when reading English.	1	2	3	4	5
7	When reading English, I get nervous when I don't understand every word.	1	2	3	4	5
8	It bothers me to encounter words I can't pronounce while reading English.	1	2	3	4	5
9	I usually end up translating word by word when I'm reading English	1	2	3	4	5
10	By the time you get past the various letters in English, it's hard to remember what you're reading about.	1	2	3	4	5
11	I am worried about all the new symbols I have to learn in order to read English.	1	2	3	4	5

12	I enjoy reading English	1	2	3	4	5
13	I feel confident when I am reading in English	1	2	3	4	5
14	Once you get used to it, reading English is not too difficult	1	2	3	4	5
15	The hardest part of learning English is learning to read	1	2	3	4	5
16	I would be happy just to learn to speak English rather than having to learn to read as well	1	2	3	4	5
17	I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.	1	2	3	4	5
18	I'm satisfied with the level of reading ability in English that I have so far.	1	2	3	4	5
19	American culture and ideas seem very foreign to me	1	2	3	4	5
20	You have to know so much about American history and culture in order to read English.	1	2	3	4	5

SD   **: Strongly Disagree**
D   **: Disagree**
N   **: Neutral**
A   **: Agree**
SA   **: Strongly Agree**

READING COMPREHENSION TEST

Information about test:
1. This reading comprehension test is made to complete a research, as one of the requirements for S1 of English Language Education.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.
3. The answers and your identities are classified in the best possible way.

Filling test instruction:
1. Have prayer before you start the test!
2. This test consists of passages and questions, read each of them carefully!
3. Choose the correct answer of each question by providing cross sign (x)!

Question 1 - 10

Archaeology is a source of history, not just a humble auxiliary discipline. Archaeological data are historical documents, not mere illustrations to written texts. Just as much as any other historian, an archaeologist studies and tries to reconstitute the process that has created the human world in which we live and us ourselves in so far as we are each creature of our age and social environment. Archaeological data are all changes in the material world resulting from human action or more succinctly the fossilized results of human behavior. The sum of these constitutes is what may be called as the archaeological record which it exhibits certain peculiarities and deficiencies the consequences of which produce a rather superficial contrast between archaeological history and the more familiar kind based upon written records.

Not all human behavior fossilizes. The words I utter and you hear as vibrations in the air are certainly human changes in the material world and may be of great historical significance. Yet they leave no sort of trace in the archaeological records unless they are captured by a dictaphone or written down by a clerk. The movement of troops on the battlefield may "change the course of history", but this is equally ephemeral from the archaeologist's standpoint. What is perhaps worse, most organic materials being perishable. Everything made of wood, hide wool, linen, grass hair, and similar materials will decay and vanish in dust in a few years or centuries, save under very exceptional conditions. In a relatively brief period, the archaeological record is reduced to mere scraps of stone, bone, glass, metal, and earthenware. Still modern archaeology, by applying appropriate techniques and comparative methods, aided by a few lucky finds from peat bogs, deserts, and frozen soils can fill up a good deal of the gap.

1. What is the author's main purpose in the passage?
A. Pointing out the importance of recent advances in archaeology.
B. Describing an archaeologist's education.
C. Explaining how archaeology is a source of history.
D. Encouraging more people to become archaeologists

2.The word "discipline" in line 1 can be best replaced by _____.

A. Student
B. Course
C. Order
D. Method

3. The word "it" in line 7 refers to ....?

A. The record
B. The sum
C. Human behavior
D. Constitute

4. According to the passage, what does the archaeological record consists of?

A. Spoken words of great historical significance
B. The fossilize results of human activity
C. Organic materials
D. Ephemeral ideas

5. The word "they" in line 12 refers to .

A. Scraps
B. Words
C. Troops
D. Humans

6. In line 13, the phrase "change the course of history" can be considered as_____.

A. a cause of different story in the past
B. a reference of certain history
C. a change in related history
D. a matter of history course

7. Which of the following is NOT mentioned as an example of an organic material?

A. Stone
B. Wool
C. Grass
D. Hair

8. The author mentions all the following archaeological discovery sites EXCEPT

A. urban areas
B. peat bogs
C. very hot and dry lands
D. earth that has been frozen

9. The word "mere" in line 17 can be best replaced by_____.

A. simple
B. unimportant
C. pure
D. little

10. The paragraph following the passage most probably discusses
A.Techniques for recording oral histories
B.Certain battlefield excavation methods
C.Some specific archaeological discoveries
D.Building materials of the nineteenth and twentieth centuries

Question 11-16

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. "That's not mine," said Ali. "Yes, it is," said Nasruddin Hoja. "While your pot was staying with me, it had a baby."

Sometime later Nasruddin Hoja asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasruddin Hoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. "I am sorry," said Nasruddin Hoja. "I can't give you back your pot, since it has died." "Died!" screamed Ali, "how can a pot die?"

"Well," said Nasruddin Hoja, "you believed me when I told you that your pot had had a baby.

11.Who was the owner of the pot?
A.Nasruddin Hoja
B.no body owns it
C.he baby
D.Ali

12.How many times did Nasruddin Hoja borrow the pot?
A.once
B.four times
C.three times
D.twice

13.How many pots did he give back the first time?
A.none
B.one
C.two
D.three

14.Why was the neighbor happy to lend his pot a second time?
A. He wanted to sell it.
B.He was a good neighbor.
C.He had lots of spare pots.
D.He was greedy.

15.How many pots did Nasruddin Hoja return the second time?
A. none
B.Three
C.two
D.four

16.What probably happened to the pot?
A.It died.
B.The neighbor took it back.
C.Nasruddin Hoja kept it.
D.The neighbor broke it.

Questions 17-20

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

17.Motivation is understood as ……
A.an energy
B.a goal
C.a person's behavior
D.a desire to achieve a goal

18.The first paragraph discusses which of the following?
A.The meaning of motivation
B.The factors of motivation.
C.A person's behavior
D.Students' motivation

19. The best title of the passage is……
A.Achieving a goal
B.Motivation
C.An impulse
D.Intelligence

20.The word "it" (It does not mean you will complete the tasks) in line 8 refers to …..
A.the students
B.the tasks
C.difficult assignments
D.being a motivated student.

Key answers

1. A	11. D
2. A	12. D
3. B	13. C
4. B	14. D
5. A	15. A
6. D	16. C
7. B	17. D
8. C	18. A
9. A	19. B
10. C	20. D

APPENDIX 2
Data FLRAS Questionnaire &
Reading Comprehension Test

FLRAS Questionnaire

Information about FLRAS Questionnaire
1. This FLRAS questionnaire is made to complete a research, as one of the requirements for S1 of English Education Department
2. The information that is obtained from this questionnaire is the basis to analyze how much students' reading anxiety.
3. The answers and your identities are classified in the best possible way.

Name *

Wahyu Suhendra Waruwu

SIN / NIM *

12210411409

Class *

4A PBI

G-mail *

wandrawrw09@gmail.com

Semester *

4

I get upset when I'm not sure whether I understand what I am reading in English * (Saya kecewa ketika saya tidak yakin apakah saya mengerti apa yang saya baca dalam bahasa Inggris)

- ⦿ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

*

When reading English, I often understand the words but still can't quite understamd what the author is saying. (Saya membaca buku bahasa Inggris, saya sering mengerti kata-katanya tetapi masih belum mengerti apa yang penulis katakan)

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ⦿ Disagree
- ○ Strongly Disagree

When I'm reading Engnlish, I get so confused that I can't remember what I'm reading (Ketika saya membaca bahasa Inggris, saya menjadi sangat bingung sehingga saya tidak dapat mengingat apa yang saya baca) *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree

I feel intimidated whenever I see a whole page of English in front of me. (Saya merasa terintimidasi setiap kali saya melihat satu halaman penuh bahasa Inggris) *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ◉ Strongly Disagree

I'm nervous when I am reading a passage in English when I'm not familiar with the topic. (Saya merasa gugup ketika saya membaca suatu bagian dalam bahasa inggris ketika saya tidak tebiasa dengan topiknya) *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ⦿ Strongly Disagree

I get upset whenever I encounter unknown grammar when reading English. (Saya * cemas setiap kali menemukan tata bahassa yang tidak diketahui saat membaca Bahasa Inggris)

- ◯ Strongly Agree
- ⦿ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

When reading English, I get nervous when I don't understand every word. (Saat *
membaca bahasa Inggris, saya merasa gugup ketika saa tidak mengarti setiap kata)

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neutral
- ⦿ Disagree
- ◯ Strongly Disagree

It bothers me to encounte words I can't pronounce while reading English. (Saya *
merasa terganggu ketika menemukan kata-kata yang tidak dapat saya ucapkan saat
membaca bahasa Inggris)

- ⦿ Strongly Agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

I usually end up translating word by word when I'm readinf English. (Saya biasanya menerjemahkan kata demi kata ketika saya membaca bahasa Inggris) *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ⦿ Disagree
- ○ Strongly Disagree

By the time you get past the various in English, it's hard to remember what you're reading about. (Saat anda melewati berbagai huruf dalam bahasa Inggris, sulit untuk mengingat apa yang anda baca) *

- ○ Strongly Agree
- ⦿ Agree
- ○ Neutral
- ○ Disagree
- ○ Stringly Disagree

I'm worried about all the new symbols I have to learn in order to read. (Saya khawator tentang semua simbol baru yang harus saya pelajari untuk membaca bahasa Inggris) *

○ Strongly Agree

○ Agree

○ Neutral

◉ Disagree

○ Strongly Disagree

I enjoy reading English. (Saya menikmati membaca bahasa Inggris) *

◉ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

I feel confident when I am reading in English (Saya measa percaya diri saat membaca dalam bahasa Inggris) *

◉ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Once you get used to it, reading English is not so difficult (Setelah anda tebiasa membaca bahasa Inggris tidak telalu sulit.) *

- ⦿ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagree
- ○ Strongly Disagree

The hardest part of learning English is learniing to read. (Bagian tesulit dari belajar bahasa Inggris adalah belajar membaca) *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ⦿ Disagree
- ○ Strongly Disagree

I would be happy just to learn to speak English rather than having to learn to read as well. (Saya akan senang belajar berbicara bahasa Inggris daripada harus belajar membaca juga) *

- ○ Strongly Agree
- ○ Agree
- ○ Neutral
- ○ Disagrgee
- ◉ Strongly Disagree

I don't mind reading to myself, but I feel very unconfortable when I have to read English aloud. (Saya tidak keberatan membaca untuk diri sendiri, tetappi saya merasa sangat tidak nyaman ketika harus membaca bahasa Inggris dangan keras) *

- ○ Strongly Agree
- ○ Agree
- ◉ Neutral
- ○ Disagree
- ○ Strongly Disagree

I'm satisfied with the level of readng ability in English that I have so far. (Saya puas dengan tingkat kempuan membaca dalam bahassa Inggris yang telah saya capai sejauh ini) *

- ◉ Strongly Agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

English culture and ideas seem very foreign to me (Budaya dan gagasan Bahasa Inggris tampak sangat asing bagi saya) *

- ◯ Strongly Agree
- ◯ Agree
- ◉ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

You have to know so much about English history and culture in order to read English. (Anda harus tahu banyak tentang sejarah dan budaya Bahasa Inggris untuk bisa membaca bahasa Inggris) *

- ◯ Strongly Agree
- ⦿ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

Reading Comprehension Test

Information about reading comprehension test:

1. This reading comprehension test is made to complete a research, as one of the requirements for S1 of English Education Department

2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.

3. The answers and your identities are classified in the best possible way.

Name *

Wahyu Suhendra Waruwu

SIN/NIM *

12210411409

Class *

4A PBI

Semester *

4

Filling test instructions

1. Have prayer before you start the test!

2. This test consist of passages and questions, read each of them carefully!

3. Choose the correct answer of each question by providing cross sign (x)

Questions 1-10

Archaeology is a source of history, not just a humble auxiliary *discipline*. Archaeological data are historical documents, not mere illustrations to written texts. Just as much as any other historian, an archaeologist studies and tries to reconstitute the process that has created the human world in which we live and us ourselves in so far as we are each creature of our age and social environment. Archaeological data are all changes in the material world resulting from human action or more succinctly the fossilized results of human behavior. The sum of these constitutes is what may be called as the archaeological record which *it* exhibits certain peculiarities and deficiencies the consequences of which produce a rather superficial contrast between archaeological history and the more familiar kind based upon written records.

Not all human behavior fossilizes. The words I utter and you hear as vibrations in the air are certainly human changes in the material world and may be of great historical significance. Yet they leave no sort of trace in the archaeological records unless *they* are captured by a dictaphone or written down by a clerk. The movement of troops on the battlefield may *"change the course of history",* but this is equally ephemeral from the archaeologist's standpoint. What is perhaps worse, most organic materials being perishable. Everything made of wood, hide wool, linen, grass hair, and similar materials will decay and vanish in dust in a few years or centuries, save under very exceptional conditions. In a relatively brief period, the archaeological record is reduced to *mere* scraps of stone, bone, glass, metal, and earthenware. Still modern archaeology, by applying appropriate techniques and comparative methods, aided by a few lucky finds from peat bogs, deserts, and frozen soils can fill up a good deal of the gap.

The word *"discipline"* in line 1 can be best replaced by .... *

○ Student

◉ Course

○ Order

○ Method

What is the author's main purpose in the passage? *

○ Pointing out the importance of recent advances in archaeology.

○ Describing an archaeologist's education.

◉ Explaining how archaeology is a source of history.

○ Encouraging more people to become archaeologists.

Which of the following is **NOT** mentioned as an example of an organic material? *

○ stone

○ wool

○ grass

◉ hair

The word ***"mere"*** in line 17 can be best replaced by........ *

○ simple

○ unimportant

○ pure

◉ little

The word **"they"** in line 12 refers to.... *

○ scraps

○ words

○ troops

◉ humans

The author mentions all the following archaeological discovery sites **EXCEPT** *

◉ urban areas

○ peat bogs

○ very hot and dry lands

○ earth that has been frozen

In line 13, the phrase *"change the course of history"* can be considered as.... *

◉ a cause of different story in the past

○ a reference of certain history

○ a change in related history

○ a matter of history course

The word **"it"** in line 7 refers to..... *

( ) the record

( ) the sum

( ) human behavior

( ) constitute

According to the passage, what does the archaeological record consists of? *

( ) spoken words of great historical significance

(●) the fossilize results of human activity

( ) organic materials

( ) ephemeral ideas

The paragraph following the passage most probably discusses *

( ) techniques for recording oral histories

( ) certain battlefield excavation methods

(●) some specific archaeological discoveries

( ) building materials of the nineteenth and twentieth centuries

Question 11-16

One day Nasruddin Hoja borrowed a pot from his neighbor Ali. The next day he brought it back with another little pot inside. "That's not mine," said Ali. "Yes, it is," said Nasruddin Hoja. "While your pot was staying with me, it had a baby."

Sometime later Nasruddin Hoja asked Ali to lend him a pot again. Ali agreed, hoping that he would once again receive two pots in return. However, days passed and Nasruddin Hoja had still not returned the pot. Finally, Ali lost patience and went to demand his property. "I am sorry," said Nasruddin Hoja. "I can't give you back your pot, since it has died." "Died!" screamed Ali, "how can a pot die?"

"Well," said Nasruddin Hoja, "you believed me when I told you that your pot had had a baby."

Who was the owner of the pot?

○ Nasruddin Hoja

○ no body owns it

○ the baby

◉ Ali

How many times did Nasruddin Hoja borrow the pot? *

○ once

○ four times

○ three times

◉ twice

How many pots did he give back the first time *

○ none

○ one

◉ two

○ three

Why was the neighbor happy to lend his pot a second time? *

○ He wanted to sell it.

○ He was a good neighbor.

○ He had lots of spare pots.

◉ He was greedy.

How many pots did Nasruddin Hoja return the second time? *

◉ none

○ three

○ two

○ four

What probably happened to the pot? *

○ It died

○ The neighbor took it back.

◉ The neighbor broke it.

○ Nasruddin sold it

Questions 17-20 *

Motivation is a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course.

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior.

Being a motivated student doesn't mean you are always excited or fully committed to your study, but it does mean you will complete the tasks set for you even when assignments or practical's are difficult, or seem uninteresting.

Motivation is understood as ……

○ an energy

○ a goal

○ a person's behavior

◉ a desire to achieve a goal

The first paragraph discusses which of the following? *

(●) The meaning of motivation

(○) The factors of motivation.

(○) A person's behavior

(○) The requirements of the course.

The best title of the passage is...... *

(○) Achieving a goal

(●) Motivation

(○) An impulse

(○) Intelligence

The word "it" (It does not mean you will complete the tasks) in line 8 refers to ... *

(○) the students

(○) the tasks

(○) uninteresting tasks

(●) being a motivational student

APPENDIX 3
Result FLRAS Questionnaire

RESULT OF FLRAS QUESTIONNAIRE

NO	NAMA	ITEM JAWABAN																				SKOR
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Student 1	4	4	3	3	4	3	3	4	2	4	3	3	3	4	3	3	3	3	2	2	63
2	Student 2	2	2	2	4	3	3	5	2	3	2	2	3	2	2	2	2	3	1	2	2	49
3	Student 3	3	2	2	2	4	3	2	3	2	3	3	3	3	3	2	2	3	4	2	2	53
4	Student 4	3	3	1	2	2	1	3	4	4	3	4	5	4	5	4	2	3	3	2	2	60
5	Student 5	4	2	2	2	2	2	2	2	2	2	2	5	5	5	2	4	2	3	3	4	57
6	Student 6	1	3	2	1	1	2	2	3	2	1	3	5	5	5	3	3	3	3	2	2	52
7	Student 7	3	4	4	2	2	1	1	2	3	2	3	1	2	3	4	4	2	2	4	4	53
8	Student 8	3	4	4	2	2	2	2	5	2	2	4	3	5	3	3	4	2	2	4		60
9	Student 9	4	4	3	3	4	3	3	4	2	4	3	3	3	4	3	3	3	3	2	2	63
10	Student 10	5	4	2	2	4	2	2	3	2	2	4	4	5	3	4	5	2	3	2	3	63
11	Student 11	4	4	3	2	2	2	2	3	4	2	4	2	3	3	2	2	3	4	3	3	57
12	Student 12	3	3	1	2	2	1	3	4	4	3	4	5	4	5	4	2	3	3	2	2	60
13	Student 13	3	2	3	2	4	4	2	3	5	3	2	1	2	2	3	3	2	4	4	4	58
14	Student 14	5	4	2	2	4	2	2	3	2	2	4	4	5	3	4	5	2	3	2	3	63
15	Student 15	4	2	2	2	2	2	2	2	2	2	2	5	5	5	2	4	2	3	3	4	57
16	Student 16	3	2	2	2	4	3	2	3	2	3	3	3	3	3	2	2	3	4	2	2	53
17	Student 17	3	3	1	2	2	1	3	4	4	3	4	5	4	5	4	2	3	3	2	2	60
18	Student 18	1	3	2	1	1	2	2	3	2	1	3	5	5	5	3	3	3	3	2	2	52

19	Student 19	4	4	3	2	2	2	2	3	4	2	4	2	3	3	2	2	3	4	3	3	**57**
20	Student 20	3	2	1	2	1	1	4	4	2	2	3	5	4	3	2	2	3	3	2	2	**51**
21	Student 21	5	4	2	2	4	3	3	4	4	4	1	3	4	3	3	4	4	2	5	5	**69**
22	Student 22	3	2	3	3	4	4	4	2	5	2	2	3	4	4	2	3	2	3	2	3	**60**
23	Student 23	4	4	1	3	3	2	2	3	4	3	2	3	2	3	2	2	2	1	4	4	**54**
24	Student 24	2	2	2	4	3	3	5	2	3	2	2	3	2	2	2	2	3	1	2	2	**49**

APPENDIX 4

Research Letter

LEMBAR DISPOSISI

INDEKS BERKAS
KODE : 002

HAL	: **Pengajuan Pembimbing**
TANGGAL	: **08 Maret 2023**
ASAL	: **Yulis Tianingsih / 12010423892**

TANGGAL PENYELESAIAN:	SIFAT:

- INFORMASI	DITERUSKAN KEPADA:
The Impact Students Reading Anxiety on Reading Comprehension of the Third Semester Students Majoring in English Education UIN SUSKA Riau	1. Kajur PBI
Dosen Pembimbing : Nuardi, M.Ed	2.
	3.
Kajur PBI	4.
9/3/23	

*) 1. Kepada bawahan "Instruksi" atau "Informasi"
    2. Kepada atasan "Informasi" coret "Instruksi"

Nomor: Un.04/F.II.4/PP.00.9/6185/2023   Pekanbaru,15 Maret 2023

Sifat   : Biasa

Lamp.   : -

Hal   : *Pembimbing Skripsi*

Kepada

Yth. Nuardi, S.Pd, M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

      Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	:YULIS TIANINGSIH
NIM	:12010423892
Jurusan	:Pendidikan Bahasa Inggris
Judul	:The Impact of Students' Reading Anxiety on Reading Comprehension of the third Semester Students Majoring in English Education UIN SUSKA RIAU.
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam

an. Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag.

NIP. 19721017 199703 1 004

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru, 12 Juni 2024

Hal : Permohonan perpnjangan SK pembimbing

Lampiran : 5 lembar

Kepada

Yth. Dekan

Fakultas Tarbiyah dan Keguruan

UIN SUSKA RIAU

Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama	: Yulis Tianingsih
NIM / HP	: 12010423892 / 082268804348
Tempat / tanggal lahir	: Tanjung Sum / 13 Juli 2002
Semester / Tahun	: VIII / 2023
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Jl. Mahasantri, Perum Paradise, Blok P 27.

Dengan ini saya mengajukan kepada bapak/ ibu permohonan pengajuan perpanjangn SK pembimbing untuk penelitian saya yang berjudul **"The Correlation Between Students Reading Anxiety on Reading Comprehension in The Fourth Semester at English Education Department of UIN SUSKA Riau"** sebagai persyaratan program S1.

Adapun pembimbing yang ditunjuk oleh ketua jurusan untuk penelitia ini adalah Nuardi, S.Pd., M.Ed.

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy KTM
2. Foto copy KRS
3. Foto copy KHS
4. SK Pembimbing sebelumnya (SK pembimbing terakhir yang ingin di perpanjang)
5. ACC Proposal

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI   Hormat Saya,
Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.   Yulis Tianingsih.
NIP. 198106 12008042017   NIM. 12010423892

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

UIN SUSKA RIAU

Nomor   : Un.04/F.II.4/PP.00.9/11135/2024   Pekanbaru,25 Juni 2024
Sifat   : Biasa
Lamp.   : -
Hal   : *Pembimbing Skripsi (Perpanjangan)*

Kepada
Yth. Nuardi, S.Pd, M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama   : YULIS TIANINGSIH

NIM   : 12010423892

Jurusan : Pendidikan Bahasa Inggris

Judul   : The Correlation Between Students Reading Anxiety on Reading Comprehension in the Fourth Semester at English Education Department of UIN SUSKA Riau

Waktu   : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I

Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat: Jl. H. R. Soebrantas Km. 15 Tampan, Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

UIN SUSKA RIAU

LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Yulis Tjaningsih
Nomor Induk Mahasiswa : 12010423892
Hari/ Tanggal : Selasa / 19 Maret 2024
Judul Proposal Penelitian : ....

NO	URAIAN PERBAIKAN
1.	Revise title
2.	Revise Background.
3.	Revise Identification of the problem
4.	Revise limitation of the problem
5.	Revise Formulation of the problem
6.	Revise Objective of the Research.
7.	Revise Significant of the Research.
8.	Revise Definition of term
9.	Revise Theories.
10.	Revise Operational Concept
11.	Revise Relevant Research.
12.	Revise Tense on Chapter III
13.	Revise Revise Table
14.	Revise Research Design
15.	Revise
16.	Revise Reference
17.	See Examiners Note !

Pekanbaru, 19 Maret 2024

Penguji I

Dr. Riza Amelia, M.Pd

Penguji II

Rizki Amelia, M.Pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

UIN SUSKA RIAU

PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa	: Yulis Tianingsih
Nomor Induk Mahasiswa	: 12010423892
Hari/Tanggal Ujian	: Selasa/19 Maret 2024
Judul Proposal Ujian	: The Correlation Between Students' Reading Anxiety on Reading comprehension In the Third Semester stud at English Education Department UIN Suska Riau.
Isi Proposal	: Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Riza Amelia, S.S., M.Pd.	PENGUJI I		
2.	Rizki Amelia, M.Pd.	PENGUJI II		

Mengetahui
a.n.Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 20 Mei 2024
Peserta Ujian Proposal

Yulis Tianingsih
NIM. 12010423892

Pekanbaru, 11 Juni 2024

Hal   : Pergantian Judul

Lampiran   : -

Kepada

Yth. Dekan

Fakultas Tarbiyah dan Keguruan

UIN SUSKA RIAU

Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

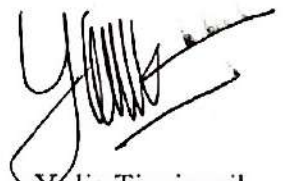|		
Nama	:	Yulis Tianingsih
NIM / HP	:	12010423892/082268804348
Tempat / tanggal lahir	:	Tanjung sum, 13 Juli 2002
Semester / Tahun	:	VIII / 2024
Jurusan	:	Pendidikan Bahasa Inggris
Dosen Pembimbing	:	Nuardi, S.Pd, M.Ed

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari **"THE IMPACT OF READING ANXIETY ON READING COMPREHENSION OF THE THIRD SEMESTER STUDENTS MAJORING IN ENGLISH EDUCATION UIN SUSKA RIAU"** Menjadi **"The Correlation Between Students Reading Anxiety on Reading Comprehension in The Fourth Semester at English Education Department of UIN SUSKA Riau"** Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI
Ketua Jurusan

Hormat Saya,

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012018

Yulis Tianingsih
NIM.12010423892

ENGLISH LANGUAGE STUDY PROGRAM

DISPOSISI	
INDEKS BERKAS	
KODE : 002	

NOMOR : 81

HAL	:	Pergantian Judul
TANGGAL	:	14 Juni 2024
ASAL	:	**Yulis Tianingsih**
NIM	:	12010423892

TANGGAL PENYELESAIAN:

SIFAT: Biasa

- INFORMASI

Dari

The Impact Of Reading Anxiety On Reading Comprehension Of The Third Semester Students Majoring In English Education UIN Suska Riau

Menjadi

The Correlation Between Students Reading Anxiety On Reading Comprehension In The Fourth Semester at English Education Department of UIN Suska Riau

DITERUSKAN KEPADA:

1. **Kajur PBI**
2.
3.
4.

Kajur PBI
10/6/2024

*) 1. Kepada bawahan "Instruksi" atau "Informasi"
   2. Kepada atasan "Informasi" coret "Instruksi"

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

UIN SUSKA RIAU

Nomor	: Un.04/F.II.3/PP.00.9/8439/2024	Pekanbaru, 14 Mei 2024
Sifat	: Biasa	
Lamp.	: -	
Hal	: *Mohon Izin Melakukan PraRiset*	

Kepada
Yth. Kepala Jurusan
Pendidikan Bahasa Inggris
di
   Tempat

Assalamu'alaikum warhmatullahi wabarakatuh
    Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Yulis Tianingsih
NIM	: 12010423892
Semester/Tahun	: VIII (Delapan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

    Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

    Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

SURAT KETERANGAN

Pekanbaru, 25 Juni 2024

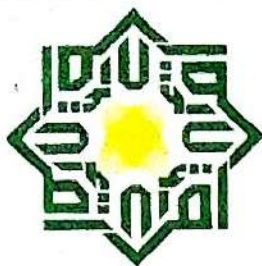*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	: Yulis Tianingsih
NIM	: 12010423892
Pendidikan	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: The Correlation Between Students Reading Anxiety on Reading Comprehension in the Fourth Semester at English Education Department of UIN SUSKA Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimana mestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris

Dr. Faurina Anastasia, M.Hum
NIP. 198106112008012017

Nomor	: B-11256/Un.04/F.II/PP.00.9/06/2024	Pekanbaru,26 Juni 2024 M
Sifat	: Biasa	
Lamp.	: 1 (Satu) Proposal	
Hal	: *Mohon Izin Melakukan Riset*	

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
  Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Yulis Tianingsih
NIM	: 12010423892
Semester/Tahun	: VIII (Delapan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Correlation Between Students Reading Anxiety On Reading Comprehension In The Fourth Semester At English Education Department Of UIN SUSKA Riau
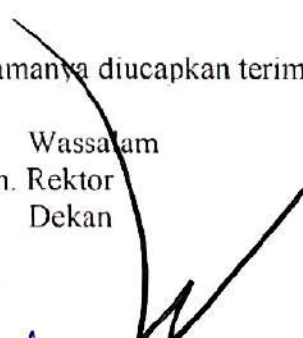Lokasi Penelitian : Pendidikan Bahasa Inggris, UIN SUSKA Riau
Waktu Penelitian : 3 Bulan (26 Juni 2024 s.d 26 September 2024)

  Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

  Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/67273

T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-11256/Un.04/F.II/PP.00.9/06/2024 Tanggal 26 Juni 2024**, dengan ini memberikan rekomendasi kepada:
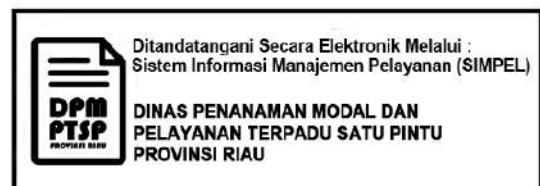
1.	Nama	:	**YULIS TIANINGSIH**
2.	NIM / KTP	:	120104238920
3.	Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4.	Jenjang	:	S1
5.	Alamat	:	PEKANBARU
6.	Judul Penelitian	:	**THE CORRELATION BETWEEN STUDENTS' READING ANXIETY ON READING COMPREHENSION IN THE FOURTH SEMESTER AT ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU**
7.	Lokasi Penelitian	:	PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.
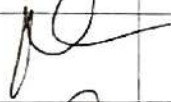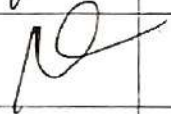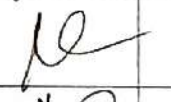
Dibuat di : Pekanbaru
Pada Tanggal : 3 Juli 2024

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DPM PTSP

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU
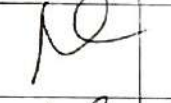
Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan. Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

UIN SUSKA RIAU

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nuardi, M.Ed
   a. Nomor Induk Pegawai (NIP) : 198303072009011012
3. Nama Mahasiswa : Yulis Tianingsih
4. Nomor Induk Mahasiswa : 12010423892
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	22 Mei 2024	Revisi Proposal		
2.	25 Juni 2024	Bimbingan Instrumen Penelitian		
3	27 Juni 2024	ACC Instrmen Penelitian		
4	30 September 2024	Bimbingan Hasil Olah Data		
5	04 Oktober 2024	Bimbingan chapter 4&5		
6	08 Oktober 2024	Revisi Bab 4 : Interprtasi questionnaire Revisi Tabel		
7	10 Oktober 2024	ACC Skripsi		

Pekanbaru,. 11 Oktober 2024
Pembimbing,

Nuardi, M.Ed
NIP. 198303072009011012

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية و التعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H.R. Soebrantas No. 155 Km. 15 Tuah madani - Pekanbaru - Riau 28293 PO.BOX. 1004 Telp. 0761-561647
Fax. 0761-561646, Web.www.uin-suska.info/tarbiyah E-mail : tarbiyah-uinsuska@yahoo.com

UIN SUSKA RIAU

SURAT KETERANGAN

Nomor : B-23035/Un.04/F.II/PP.00.9/10/2024

Yang bertanda tangan di bawah ini :

Nama	:	**Dr. H. Kadar, M.Ag**
NIP	:	19650521 199402 1 001
Pangkat/Gol. Ruang	:	Pembina Utama Muda (IV/c) Lektor Kepala
Jabatan	:	Dekan Fakultas Tarbiyah dan Keguruan
		Universitas Islam Negeri Sultan Syarif Kasim Riau

dengan ini menerangkan :

Nama	:	**Yulis Tianingsih**
NIM	:	12010423892
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)

Benar telah melaksanakan penelitian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau untuk penyusunan skripsi/tugas akhir dengan judul : "The Correlation Between Students' Reading Anxiety on Reading Comprehension in the Fourth Semester at English Education Department of UIN Suska Riau."

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 30 Oktober 2024
Dekan

Dr. H. Kadar, M.Ag
NIP. 19650521 199402 1 001

D : Fahmi/Working/2024/Riset Mahasiswa/Surat Keterangan Risel (af)

APPENDIX 5

Documentation

Curriculum Vitae

Yulis Tianingsih is the only child of Mr. M. soim and Mrs. Sumarni, The researcher was born in Tanjung Sum on July 13th, 2002. The researcher went on to an elementary school at SDN 022 Tanjung Sum 2008, continued her education to junior high school at SMPN 2 Kuala Kampar, and completed her studies in 2017.

Then the researcher continued education at SMAN 1 Kuala Kampar, and completed her studies in 2020. In 2020, the researcher was accepted to be a student at the Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2023 she was doing Kuliah Kerja Nyata (KKN) program in Pangkalan Kerinci (Pelalawan). Then, she was doing Pre- Service Teacher Practice (PPL) program at SMKS TARUNA MASMUR on September - December 2023. To fulfill requirements for an undergraduate degree in English education, she conducted the research in July 2023 with a thesis entitled "The Correlation Between Students' Reading Anxiety on Reading Comprehension in the Fourth Semester at English Education Department of UIN SUSKA RIAU".